

# New Readings prompt insightful consideration of current beliefs and future plans

##### Guidance:

How will EDU 583 shape Ms. Garnett’s classroom?

What’s New?

This new and exciting method for designing effective instruction and assessment is sure to make an impact on the teaching and learning in C119 at Lewiston High School!

Why fuss with the small stuff? Don’t prescribe to the age-old idea that what is covered in your textbook is law! You are the expert. You have the divine right to decide what in your class is an enduring understanding; what is important to know and do and what is worth being familiar with!

Take advantage and PRIORITIZE!

### Backward Planning!

As with all educational texts, UbD and TPCK have broadened the depth of Ms. Garnett’s knowledge of teaching and learning. Specifically, TPCK has confirmed the tightly held belief that there is a distinct difference between using technology in the classroom and using technology *effectively* in the classroom. Also, sadly, that the professional development necessary to help pre-service and in-service teachers migrate away from the dark side is sorely lacking. New and exciting learning that has come as a result of reading Understanding by Design is the knowledge of how to design richer units and assessments, with enduring understandings as central focus points.

#### Upcoming Events: Career Planning Integrated Unit

* Exponential Growth Study
* Financial Planning Project
* ASVAB testing and review
* LRTC tours
* Career Research
* Career Interest Paper

Late Fall

Early Winter

Spring

##### Mathematics:

##### English:

EDU583-Fall 2011

*In a small saucepan, mix together mathematical brilliance, pedagogy and technology training. Bring to a boil then reduce heat to low. Slowly add technology tools and let simmer for ten minutes. Serve in bowls piping hot with a sprinkle of initiative and determination.*

3 C Mathematical Brilliance

3 C Pedagogy

2 C Technology training

2 C Technology tools

3 Ts Initiative

Pinch of Determination

###### Recipe yields one successfully integrated, technology-based authentic assessment task. Substitute content area with your own discipline for fun and exciting variations.

# Successful Technology Projects

The spirit of the EDU583 class meetings is aligned with Ms. Garnett’s beliefs about collegial sharing. Having been a part of Professional Learning Groups at Lewiston High School as a facilitator and group member, Ms. Garnett is familiar with the practice of sharing teacher work, student work and examining current literature and research to improve teaching and learning.

Working closely with peers in the cohort in both formal group settings that yield collaborative products and informal group discussions has been invaluable. The knowledge in the room never disappoints! Fresh perspective, insight and feedback can only serve to improve work when it comes from a collective group of professionals united towards a common goal of improving education.

# Professional Collaboration at it’s best. Share and share alike!

AACT Committee on Innovation and Technology (2008). *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators* (1st ed.). Routledge.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition* (Expanded 2nd.). Prentice Hall.